

ANNUAL REPORT

2019 - 2020

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I. Overview

The Women's Resource Center at the University of Utah was founded in 1971 by a group of visionary women faculty, staff and graduate students. During the 1970's and 80's the Center was at the forefront of many changes on and off campus:

- Helped found the Women's Studies Program in 1975 (later named Gender Studies)
- Founded a training program in feminist-multicultural counseling in 1994
- Advocated for campus child care
- Monitored the general campus climate for women
- Advocated for the hiring of women faculty and staff
- Established scholarship programs for single-parent, non-traditional aged and first-generation students.

The Center played a role statewide and nationally helping to found: The Consortium for Utah Women in Higher Education; The Utah Math Science Network; The National Women's Studies Association; HERS/WEST, a professional development and networking organization for women in the Rocky Mountain West.

Today, the WRC continues its tradition of leadership on women's issues. We are engaged in social justice work to help end racism, sexism, homophobia and all other biases that may lead to violence, intimidation and threat on our campus. We work extensively to support student victim-survivors of interpersonal violence.

Accomplishments

1. The complete renovation of the Women's Resource Center in the A. Ray Olpin Union building.
2. The transfer from in-person counseling appointments to virtual appointments in response to COVID-19.
3. Successfully engage students in virtual environments during COVID-19 by transitioning programs
4. Hiring a new social worker for the clinical team during COVID-19.
5. The successful training of four graduate level clinical students during two moves, an office renovation, and a campus-wide shut down.

One University

The Women's Resource Center worked with 35 different campus partners to provide a well-rounded level of support. We recognize that we alone cannot support students to strengthen their retention or graduation. By collaborating and regularly connecting students to our 35 different campus partners, we are demonstrating the importance of unity and teamwork for the betterment of University of Utah students, staff, and faculty.

Equity, Diversity, and Inclusion



COVID-19 Impacts

Clinical Counseling – Individual and Support Groups

In mid-March, in response to the University closing the campus due to COVID-19 and finishing all Spring classes online, we instituted virtual counseling via HIPPA compliant Zoom for all individual counseling and support groups. We are not charging a fee for individual telehealth sessions. We were able to move to a virtual platform for a low cost because we were allowed to create our accounts under the U of U Health Science license on upper campus. We also created the separate telehealth consents required by Utah law for both individual and support groups and they are available as surveys in Qualtrics. This system is part of the Student Affairs data collection services and therefore we can use it at no cost. Finally, we were able to make our intake forms public facing so that we could take new clients. We want

to thank Jake Van Epps at the University Counseling Center, the Student Affairs IT team, and AER for all their help in making our services available online. The cooperative effort and the sharing of expertise and ideas made this transition possible.

We had a 20% decrease in individual counseling both due to the disruption caused by the move but also in large part due to the impact of COVID-19. That said, once our telehealth was up and running we have seen that clients are more likely to show up for their sessions and groups because some of the barriers in attending their session is no longer in place. For this reason we would like to be able to consider offering telehealth services as needed after COVID-19.

Development and Scholarships

In February 2020, the WRC was approached by Keb Wilson to start a new scholarship entitled: “Peggy and Jayne Run For Your Mom Scholarship.” Keb and his friend started a nonprofit that hosts an annual 5K in Utah County and they were looking to give the proceeds of this run to the WRC on an annual basis. This would have been the inaugural year, but due to COVID-19, the run was cancelled but we are hopeful we can pick up this partnership in the future.

In late March the WRC stopped accepting emergency scholarship applications and along with other student affairs offices, began sending students to the University’s one Emergency Application that is administered through the Office of Financial Aid and Scholarships. Based on year to date awards it is likely that we would have given out around \$45,000 this fiscal year.

Due to COVID 19 we had to cancel our annual student and donor celebration event. This year in particular we were excited to combine this with our grand opening of the newly remodeled WRC. Each year this is a great event to highlight this year’s accomplishments for donors and stakeholders as well as celebrate graduating seniors. We hope to return to hosting events like this once we are able.

Feminist Multicultural Counseling Training Program

While practicum students being trained in the FMC therapy model were able to complete their practicums with the required hours, they received feedback that their clients were disappointed that they couldn’t have face to face closure with their therapists.

Programming

In addition to our counseling services, Go Girlz was also impacted. We closed out Go Girlz abruptly in March of 2020 due to COVID-19 school closures. Before closing out we were serving 5 school sites, 46 students, and were in the middle of our 6-week program. We had 18 trained U of U volunteers participating as facilitators at these sites. We knew we wanted to have a sort of virtual celebration and "goodbye" so we created a webpage. The webpage included an overview of topics covered in our program. We were able to send this out to students via the school district. They sent an email to all participants and we were able to send an email to parents that signed up for notifications from us.

Our Social Media on the other hand did experience a benefit from COVID-19. On January 21, 2020, the Women’s Resource Center FB had 706 followers with an average of 163 unique users reached through our page on a 28 day average. This number steadily increased in the Spring of 2020. On February 21 we were up to 383 and on March 21 had increased to 513. The week after this, we went virtual only in our center and our engagement on FB jumped to our peak for the month of April, 6521 unique users reached through our page on a 28-day average. Currently, we have 993 followers on this platform and our unique users reached averages at 3,000.

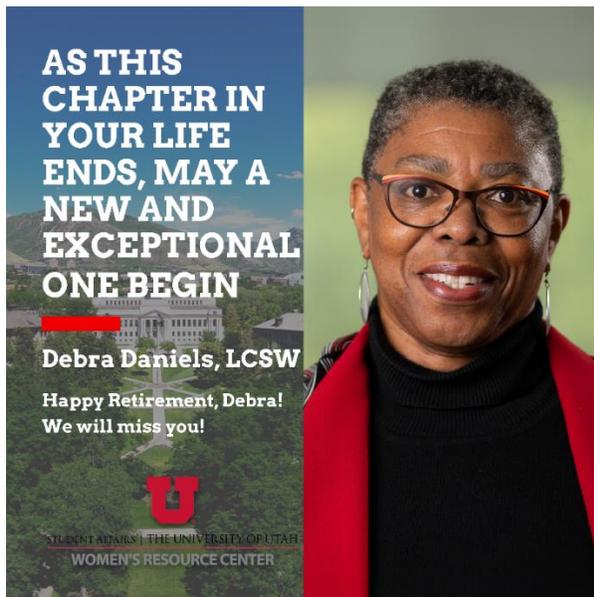
On January 21, 2020, the WRC's Instagram account had 621 followers. In March and April of 2020 this number spiked with 20-30 new followers a week. The last week of March Instagram impressions were at

an all-time high of 10,569 impressions per week. This number persistent until the end of the semester and we have been able to maintain and increase our presence on this platform. Currently, we nearly doubled our followers since January at 1075.

Student Staff also experienced a negative impact when their scheduled office hours stopped. They appreciated that their scheduled weekly work-study hours were honored by the university until the end of April. After that, no paid student staff were permitted by the university to work for the summer. The most difficult part of this experience for student staff was finding and securing new income for the summer.

Staff

While the retirement Debra Daniels had been in the works before COVID-19 we were deeply disappointed we couldn't host an adequate farewell for our beloved and well-respected Director.



The Women's Resource Center said goodbye to Debra Daniels, LCSW, Director of the Women's Resource Center (WRC) after seventeen years of service to the University of Utah. Prior to her work at the WRC Debra was a continuous presence in the Salt Lake City community as a fierce champion for women and children as well an advocate for social justice.

During the time Debra has been at the University she has been a voice for equity, inclusion, and social justice issues for student, staff and faculty at the University. She cofounded the Student Affairs Diversity Council with Kari Ellingson. Utilizing her work in the community concerning the safety of women on campus she has been a leader and educator concerning the challenges women face on campus. Over the last seventeen years many institutional changes have occurred in these areas on campus and Debra Daniels has been an early and consistent voice in those dialogs and educational events

Since serving at the University of Utah Debra has received the NASPA Mid-Level Professional Award, Linda K. Amos Award, the Inclusion Center Humanitarian of the Year award, and the NAACP Rosa Parks Award in 2013. She will be greatly missed by the WRC team and many colleagues across campus and we wish her the best in retirement.

II. Departmental Core Objectives



Clinical – Individual Counseling and Support Groups

The Women’s Resource Center (WRC) provides individual counseling and advocacy to University students, staff, and faculty of all genders. Additionally, we offer three support groups that are open to women and femmes both on campus and in the greater Wasatch Front communities. Counseling and group facilitation are provided by licensed professionals and advanced graduate students in counseling fields. Brief informational and crisis appointments are also available. This Spring, in response to increased mental health fees and student request for more mental health services on campus, we were able to hire another full-time licensed clinician whose primary focus is counseling, care and case management, and advocacy. This is the first time in the history of the Women’s Resource Center that we have three licensed clinicians on staff; two are full time.

We developed a detailed training protocol for all incoming clinical trainees. In mid-March, in response to the University closing the campus due to COVID-19 and finishing all Spring classes online, we instituted virtual counseling via HIPPA compliant Zoom for all individual counseling and support groups. We are not charging a fee for individual telehealth sessions. We were able to move to a virtual platform for a low cost because we were allowed to create our accounts under the U of U Health Science license. We also created the separate telehealth consents required by Utah law for both individual and support groups and they are available as surveys in Qualtrics. This system is part of the Student Affairs data collection services and therefore we can use it at no cost. Finally, we were able to make our intake forms public facing so that we could take new clients, in collaboration with Jake Van Epps at the University Counseling Center, the Student Affairs IT team, and AER.

The WRC clinical counseling model is trauma informed including empowering clients to recognize and use their own strengths in the healing process, transparency and collaboration in counseling relationships,

ensuring client physical and emotional safety in the WRC space, and creating clear expectations for the roles of both client and counselor. In addition, all WRC clinical staff are 40-hour trained Rape Crisis Advocates for the state of Utah. Over 37% of our client's report having been sexually assaulted in our statistics collected for the 2019-2020 academic year. In the 2017-2018 academic year, we refined our intake demographics to include all Title IX categories for sexual violence as well as childhood experiences that can increase risk for sexual violence later in life.

Alignment with Student Affairs Objectives

The clinical services the WRC provides, in partnership with the FMC training program, aligns with the following student affairs strategic objectives by:

1. Developing students.
2. Promoting diversity on campus through effective programming.
3. Partnering with faculty, staff, and external constituencies.
4. Utilizing a coordinated assessment and evaluation approach.
5. Providing, maintaining, and utilizing technology to enhance student services.
6. Promoting the effective use of best practices.

Goals

Effectively and timely response to requests for mental health services, providing referrals on campus and to the community as necessary.

Increase accuracy in collection and assessment of data regarding client service utilization.

Continue to refine the use of Titanium to streamline intake process, response to crisis calls and walk-ins, and tracking no-shows and client contacts in order to provide counseling services more efficiently which maintaining the same level of quality service delivery.

Desired Outcomes

Decrease levels of client distress impacting students' ability to focus on their academic goals.

Implement a more frequent use of the Client Beliefs, Feelings, and Activity Scale, creating a data bank for further validity and reliability research on the instrument.

Increase number of individual client openings.

Increase retention and graduation rates of high-risk students.

1265 Individual appointments attended
149 Individual clients served
1151 Hours
47 group clients served
98 group sessions held
793 group hours total

Data

The above data represent a 20% decrease over last year in the number of clients we were able to serve and 20% decrease over last year in the number of individual counseling sessions. These decreases reflect the disruption of services due to our move to the Annex for Fall semester 2019 and for the first two months of Spring semester 2020. In addition, we were only in our new office space for two weeks before the

University closed due to COVID-19. Being in the Annex presented multiple challenges for both staff and clients. Due to the construction of new on-campus housing across from the Annex, both staff and client parking was severely limited. We created a map for clients which gave instructions for how to reach our office, but because we were on the edge of campus, many clients struggled to find us. Our location during that six months also meant that we had almost no walk-ins for the entire time we were in the Annex. In addition, the Annex has many unoccupied hallways and offices, diminishing the sense of safety felt by both staff and clients. We made the decision to change the time of our last sessions to 3:30 pm to make sure all clients and staff could be out of the building by 5pm when the other offices in the Annex closed. Also, we instituted a policy that there had to be at least two staff persons in the office at all times and we agreed not to work after 5:00 pm.

In terms of support groups, we had a 32% decrease in the number of clients served. However, we had a 7% increase in the number of total group hours and a slight increase in the number of group meetings. The decrease in the number of group clients is undoubtedly in part due to being located in the Annex for all of Fall and part of Spring semester. It was hard for people to come in for pre-group interviews and group intakes due to the lack parking and the disruption of the construction. Often new group members would come a half hour before their group to fill out the intake but that was not possible for the first six months because our groups were held in the Union so the intake meant a separate trip.

As of last year, we made the decision to offer our support group services at no cost. We do have a sliding fee scale for our individual services with counselors and clients deciding on a fee depending on the client's current financial situation. This year we wrote off \$8053 in clinical services which is a 12% increase over last year. This reflects both the growing and continuing financial insecurity of our students as well as our not charging for individual telehealth services. Our waitlist data for the 2019-2020 year show we had a total of 33 people on the waitlist and the average number of days spent on the waitlist was 40 days. This was the case even though we were operating at capacity with the practicum students carrying 6-12 clients and permanent staff carrying from 15 to 22 clients. We sought to improve waitlist times by carefully monitoring no-shows and making sure all counseling times were filled. We also monitored client progress closely and scheduled clients every other week or even monthly as clinically indicated. This represents only a slight improvement over the 2018-2019 academic year, reflecting in part the disruption in services due to the move to the Annex and the COVID-19 shut down. At this time we no longer have a waitlist and all clients who wished to continue from Spring 2020 semester and who remained living in Utah are being served and we still have openings for new clients.

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------------------------|-----------|-----------------------------------|---------------------------|---|---|
| Individual Counseling Clients | 83 | 73 | 85 | 138 | 179 |
| Individual Counseling Hours | 1164(?) | 862 | 640 | 967 | 1208 |
| Group Clients | 56 | 63 | 43 | 56 | 62 |
| Group Hours | 249 | 533 | 695 | 672 | 744 |
| Gender | | | | | 93% female 5% male 1% transgender 1% non binary 1% other |
| | | 93% female 3% male 3% other | 90% female 10% unknown | 89% female 7% male 1% transgender 3% non binary 1% gender queer | 92% female 4% male 1% transgender 1% non binary 4% gender queer |

The above numbers from the past 5 academic years reflect a number of different conditions in our training program, on campus and in the community. In the 2014, 2015, and 2016 years we only had 3 practicum counselors. The number of clinical hours is dependent both on the number of counselors we have and what programs they are in. For instance, in 2014, we had one practicum student from the CMHC program and those students need many more direct hours than those from the MSW or Counseling Psych PHD programs. In addition, our group numbers can fluctuate depending on how many groups we are able to staff and the needs of the community. This last year, however, we increased both our number of group participants and the number of group hours over the 2017-2018 year despite the fact we were only able to staff 3 groups. This year we had a decrease in the numbers of group clients served but an increase in both group sessions and hours. See above for the explanation of these numbers. Finally, all of our services every year are impacted by the struggle of practicum students to maintain a work/life balance in terms of such things as unexpected life and family events, sudden serious illness, threats to daycare, etc. As a team we work to be flexible and accommodate these unexpected events while still providing quality services to our clients with a small clinical staff. This year we had the added challenge of a move to the Annex for 6 months and then the shut-down for COVID-19 right after we moved back into our offices.

Retention and Graduation

The services provided as part of the FMC program increase retention and graduation of students because the psychological and emotional support contributes to students' ability to perform academically which, in turn, contributes to increased and timelier graduation rates. Please the direct quotes below speaking to these issues.

Student Quotes

In the 2017-2018 academic year we implemented a 'Client Experience Survey' which was sent to current clients at the mid-point and end of each semester. The sample of quotes below are from the final question in our survey, asking for feedback about our services. The feedback we have received has continued to be overwhelmingly positive. Over 85% of the respondents said that the services they received contributed significantly or considerably to lowering their psychological and emotional distress and over 70% said that the services they received at the Women's Resource Center contributed to their personal, educational, and career development. In terms of our efforts to share our empowerment model of counseling so that clients can continue to employ it in their lives going forward, over 70% of respondents said they understood the concepts to a significant or considerable extent. In addition, over 90% of our clients said they were very likely to recommend our counseling services to others. The quotes below represent some comments received when asked for feedback regarding the impact of our counseling services:

- The WRC is amazing. Not much to improve on. Please keep counseling services available during these uncertain times!
- I have been under a lot of stress this year. It has been wonderful to be able to talk to someone for support during these difficult times. Also, scholarship funding helped me to graduate without worrying about financial stress through this pandemic.
- The Women's Resource Center is life-changing. The individuals there are all so kind and help each woman/person that enters the office with empathy.
- Couldn't finish school and stay on my path without it.
- I believe I have gained so much from my time with my counselor. She is amazing and I look forward to every single session with her. I wouldn't have had such a smooth spring semester without her guidance.
- I'm so grateful for the Women's Resource Center and the counseling I received there. I have grown in ways I didn't foresee through this process and worked to examine structures I was operating under that I didn't know even existed. I will forever be grateful for the support the WRC provided me in a difficult year of my life. Thank you!!

- I have loved my counseling experience at the WRC. Everyone is so welcoming and personable. I look forward to seeing everyone weekly. I am so grateful to have found you when I was in crisis with a family illness. I am not sure that I would have made it to where I am with my graduate program without the WRC team. So, THANK YOU!
- I really love coming here. I feel like I have a place on campus now, when before I felt like I disappeared into the thousands of people on campus. I know i can graduate by next year and I'm becoming more excited for life again.

The critical feedback we received was related to long wait times for services once all counselor's schedules were full and our temporary housing in the Annex. We addressed the former complaint by hiring another full-time licensed clinician and moved back to the Union at the end of February 2020. This year we also got feedback regarding the fact that some clients had to finish up with their counselors who were therapists in training by phone and not in person or virtually. This was a result of a confluence of circumstances beyond our control: the shutdown of the university due to COVID-19 and the fact that it took us until after the semester had ended to get our services on a virtual platform.



Campus and Community Outreach

Historically, outreach and education has been an essential component of Women's Resource Center (WRC). We recognize that our office is at the center of women's needs, support, and conversations for the University of Utah and building trust with those we serve is crucial to the success of our goals and the betterment of those we serve. Our team is comprised of highly ethical and trained counselors, compassionate staff, and enthusiastic student staff whom are willing and able to build bridges to peers. Through our professional development investments in our team we are able to effectively serve students, staff, and faculty at the University of Utah while also bridging collaborations and spaces for organizations, businesses, and grade schools in greater Salt Lake City.

Ways we foster our outreach and community initiatives includes accepting presentation invitations to various offices and organizations around campus and Salt Lake City. Our staff take the initiative to bridge relations for the successful programming of initiatives we support.

Additionally, we make efforts to ensure that our data and information is accurate by regularly collaborating with the Assessment, Evaluation, and Research office to avoid duplication in assessment and content.

Alignment with Student Affairs Objectives

Campus and Community Outreach & Education is in direct alignment with the Student Affairs Objectives and University of Utah Strategic Goals to support staff excellence, foster student development and enhance the greater community through sustained engagement that supports personal growth, provide and track wellness resources and services for student success, promote diversity and inclusion to all student, staff and faculty, as well as leverage support both on and off campus for resources to support student success.



Campus Partners

- Academic Advising Center
- Associated Students of University of Utah (ASUU)
- The Bennion Center
- The Basic Needs Center
- Campus Recreation Services
- Center for Child Care and Family Services
- Center for Disability Services
- Center for Ethnic Student Affairs (CESA)
- Center for Student Wellness
- College of Education
- College of Social Work
- David Eccles School of Business
- Department of Chemistry
- Department of Communication
- Department of Gender Studies
- Equity, Diversity, and Inclusion
- Feed U Pantry
- Financial Wellness Center
- Hinckley Institute
- Housing & Residential Education
- Larry H. & Gail Miller Enrichment Scholarship
- The Learning Center
- LGBT Resource Center
- Office of Admissions
- Office of Orientation and Transition
- Office of Scholarships and Financial Aid
- Office of Sustainability
- Student Success Advocates
- TRIO Program
- Union Programming Council (UPC)
- University Counseling Center (UCC)
- University of Utah Campus Store
- University of Utah Guest House Hotel and Conference Center
- University Marketing and Communications
- University Student Apartments (USA)

Community Partners

- Black Lives Matter Utah
- Chicks with Sticks
- City of Millcreek
- Girl Scouts of Utah
- Glendale Middle School
- Highland High School
- Kendra Scott – City Creek
- Mary W. Jackson Elementary School
- Mountain View Elementary School
- Northwest Middle School
- Planned Parenthood Association of Utah
- Rape Recovery Center
- Salt Lake Acting Company
- Salt Lake City School District
- University Neighborhood Partners
- Utah Museum of Fine Arts

Goals

Act as a resource to provide education within the campus and community specific to the needs of women in an academic setting.

Collaborate with campus and community organizations to develop additional services or resources available to students, staff and faculty.

Provide presentations, training and education on various social justice issues.

Desired Outcomes

Increase awareness of the Women’s Resource Center to assist students, staff and faculty, particularly female students and underrepresented populations.

Increase awareness of multicultural and social justice issues.

Data

2100 Event and Tabling Attendees/Interactions

38 Campus Presentations or Tabling Events

35 Different Campus Partners

14 Different Community Partners

Retention and Graduation

The Women’s Resource Center worked with 35 different campus partners to provide a well-rounded level of support. We recognize that we alone cannot support students to strengthen their retention or graduation. By collaborating and regularly connecting students to different campus partners, we are addressing needs through a multi-pronged approach to strengthen retention and graduation from the University of Utah.



Development

Development serves as an essential component to the success and generosity of the Women's Resource Center (WRC). We would not have the capacity to both support the number of students, staff, faculty, and community members through counseling services, grant support, and scholarship support, nor would we achieve our goals without the financial support we receive from the University and various donors. In the WRC there is not a dedicated staff person whose sole focus is Development. Rather, Kim Hall, Associate Director, performs all of the tasks relative to development, including donor cultivation and development, grant writing, and funding collaborations.

To achieve the number of scholarships, emergency grants, financial stability, and recurring expenses of the WRC, we work as a team to practice transparency and open communication about our program's needs. Getting the finance piece of the WRC right is critically important to the ongoing demands of the services we provide. Thanks to these efforts of our team members, we were able to ensure the successful support of 1,265 counseling appointments, 109 academic scholarship recipients, and 47 emergency grants.

Alignment with Student Affairs Objectives

Supporting and financially assisting students is in direct alignment with the Student Affairs Objectives to support student success, promoting institutional vitality and mission through fundraising, supporting enriched learning through student engagement opportunities, as well as leveraging Student Affairs resources with internal and external partners to promote student success.



Goals

Financial sustainability for the Women's Resource Center.
Maintain and cultivate funding sources.

Desired Outcomes

Maintain and increase the continuity of donor support for all areas of the WRC.
Maintain and increase the funding available for scholarships for students.
Generate revenue that can be used for professional development for students and staff.

Data

Grand Total Revenue: \$991,915

The Women's Resource Center maintains 36 financial accounts (only active accounts are listed below) that include general operational budgets, academic scholarships, emergency grants, and endowments. For the fiscal year, 7 of the Women's Resource Center financial accounts earned a total of \$97,384. Earned Income includes revenues from counseling appointments, fundraising events, and interest and dividends from all four endowments. The Women's Resource Center also received \$281,016 in Private Support for 12 financial accounts. Private Support includes Foundation, Corporation, Individual, and In-Kind donations to the Women's Resource Center. Finally, the Women's Resource Center also received \$613,515 in Public Support. This refers to all Federal, State, City, and County appropriations.

The Women's Resource Center has three annual scholarship endowments. Endowment revenues are on a quarterly basis and totaled \$83,600 for FY20. The WRC had excess rollover funds from previous years and awarded some to scholarship recipients.

| Donor | Description | Dividend |
|---|--------------------|-----------------|
| Beta Gamma Scholarship Endowment | Annual Scholarship | \$4,965 |
| Mary Cherry Moslander Roberts Endowment | Annual Scholarship | \$7,131 |
| Osher Re-entry Endowment Fund | Annual Scholarship | \$73,358 |
| | Total: | \$85,454 |



The Women's Resource Center held three fundraisers that earned \$14,355 for student services.

| Fundraiser | |
|-------------------------|-----------------|
| Kendra Scott | \$96 |
| U Giving Day | \$6,889 |
| V-Day Vagina Monologues | \$7,370 |
| | \$14,355 |

The Women’s Resource Center received two memorials that totaling \$3,620 for student services.

| Memorial | |
|-----------------|----------------|
| Jinnah Kelson | \$2,220 |
| Becca Eskridge | \$1,400 |
| | \$3,620 |

Annual Grants

Each year the Associate Director or Director reapplies for new or additional funds and manages the donor relationships for the following grants and scholarships. Note that the grant total does not include new endowment revenues.

Grant Awards

| Donor | Purpose | |
|--|--------------------------------|------------------|
| Alumni Association | Scholarships | \$25,000 |
| Archer Foundation | Emergency Funds | \$4,000 |
| Bamberger Foundation | Emergency Funds | \$5,000 |
| Barbara Tanner Funds/Office of the President | Childcare | \$10,000 |
| Boundless Opportunity | Scholarships | \$10,000 |
| Castle Foundation | Emergency Funds | \$3,000 |
| Crankstart Foundation | Scholarships | \$50,000 |
| Dee Foundation | Go Girlz Program | \$5,000 |
| Four Daughters Foundation | WomanUp Fund – IPV | \$15,000 |
| Harker Scholarship/Endowment | Scholarships | \$20,000 |
| Harman Family Scholarships | Scholarships | \$80,000 |
| LDS Charities | Scholarships | \$20,000 |
| Michael’s Foundation | Scholarships | \$10,000 |
| Miller Family Individuals | Emergency Funds | \$7,583 |
| Next Wave Endowment | Endowment | \$21,500 |
| Parent Fund | Emergency Funds | \$3,000 |
| Simmons Family Foundation | Scholarships | \$20,000 |
| Sorenson Legacy Foundation | Scholarships & Emergency Funds | \$50,000 |
| Willy the Plumber | Scholarships | \$12,377 |
| | Total | \$371,460 |

Retention and Graduation

Development and fundraising are the most important pieces to the Women’s Resource Center’s services and scholarships. Nearly \$1 Million in revenue covers the costs to pay salaries of 7 full-time staff, a Graduate Assistant, 2 Front Desk student staff, 4 Counseling Practicum students, and the addition of a full-time Social Worker. This also allows us to distribute almost \$39,000 in Emergency Funds, over \$315,000 in Academic Scholarships to 162 students, the successful move of the WRC twice, during the complete renovation of the WRC. Every service and grant provided by the Women’s Resource Center is executed with the intention to retain and graduate University of Utah students, and support staff and faculty



Emergency Fund

Depending on the fundraising year the WRC awards approximately \$25,000 to \$40,000 in emergency funds to 30-60 students each year. We also provide additional services as needed with each individual circumstance. These services include mentoring, connecting students with campus and community resources, and overall student advocacy.

Alignment with Student Affairs Objectives

The Emergency Fund Program aligns with the following Student Affairs Strategic Objectives and the University of Utah's Strategic Goals to develop students, promote diversity on campus through effective programming, partnering with faculty, staff, and external constituencies, utilizing a coordinated assessment and evaluation approach, as well as supporting health and wellness through addressing financial and mental health stress via timely financial assistance.

Goals

Assist students in financial crisis
Provide students with needed resources i.e. books, lab fees, rent, food
Connect student with other campus and community resources

Desired Outcomes

Sustained retention and graduation of recipients

Data

For the 2019-20 Academic Year, the Women's Resource Center received 64 applications and requests for Emergency support. Of these, 47 different students were granted support totaling \$38,847. These students were supported a total of 50 times, meaning some students needed support for a combination of reasons such as textbooks and emergency housing.

Emergency support was granted through three accounts: The Emergency Fund, WomanUp Fund, and Encourage U Fund.

The table below demonstrates the types of emergency requests the Women’s Resource Center receives. Tuition Assistance and Housing were the most recurring needs for the academic year. Note that the table does not include contact from all of the students requesting support after COVID-19 closed the campus. Students that contacted the WRC after COVID-19 were redirected to the centralized University of Utah Emergency Fund.

| Request Type (incl. denied requests) | |
|---|-----------|
| Childcare | 1 |
| Health | 2 |
| Housing | 11 |
| Textbooks | 4 |
| Transportation | 2 |
| Tuition | 44 |
| Total | 64 |

| Emergency Support Donors | |
|---------------------------------|-----------------|
| The Archer Family Foundation | \$4,000 |
| The Castle Foundation | \$2,000 |
| Individual Donors | \$29,773 |
| WomanUp/Interpersonal Violence | \$10,000 |
| Total | \$45,773 |

Retention and Graduation

The Emergency Fund at the Women’s Resource was established and has been successfully used to help retain and graduate students who might have otherwise dropped out of school. We believe that providing funding support for students directly relates to retention and graduation. So many of the students we support tell us they would have either had to leave the University or take more years to complete their degree if it were not for the funding the Women's Resource Center provides.



Feminist Multicultural Counseling (FMC) Program

The graduate training program in Feminist Multicultural Counseling (FMC) allows interns to become immersed in the relevant theories and practice of FMC. Interns are selected from graduate programs in counseling, counseling psychology, and social work. Typically, applicants are students at the University of Utah but we have accepted interns from other US and International institutions. In addition to engaging in individual counseling/therapy, trainees co-facilitate women's support groups, advocate for individual clients and other students as needed in their academic work, financial aid, and experiences of barriers to learning and success in their classes on campus, and participate in programming.

The Women's Resource Center Training Program will continue to train graduate level clinical students from Social Work, Counseling Psychology and Counseling in Mental Health programs in the relevant theories, models and practice of Feminist Multicultural Therapy to successfully complete the Practicum requirements and successfully graduate.

Goals

Train four graduate level clinical students per academic year.

Provide Feminist Multicultural (FMC) Therapy to University of Utah students, staff and faculty.

Provide support groups to empower women and femmes in our Campus and the community at large.

Develop partnerships with multiple University of Utah programs and other Universities to enhance the pool of applicants of the FMC Training Program.

Desired Outcomes

Provide mental health counseling, advocacy, and community engaged learning.

Understand and use the Client Beliefs, Feelings, and Activities Scale, an empowerment measure used in the therapy relationship.

The Women's Resource Center Training Program at the University of Utah continues to thrive and evolve in order to support the students and the staff development by promoting healthy networking, excellent interpersonal support, intentional self-care and by utilizing Feminist Multicultural Therapy practices that humanize the psychotherapeutic process to facilitate the person's self-determination, self-empowerment

and healing process. The WRC Training Program has become an extremely desirable and competitive Practicum setting for advanced graduate students in the fields of Counseling, Psychology, Clinical Mental Health Counseling and Social Work. It is important to notice that WRC Training Program Coordinator worked closely and intentionally with WRC Counseling Coordinator, Dr. Kristy Bartley, PhD to produce an excellent clinical training for each student. The Program Coordinator, Flor Olivo, M.A. Ed, provided leadership in working with Gender Justice Scholars and her support greatly contributed to the Practicum student's personal and professional development, their integration into our WRC team and their success toward the completion of their training.



Alignment with Student Affairs Objectives

The FMC Program aligns with the Student Affairs Objectives to develop students, promote diversity on campus through effective programming, partnership with faculty, staff, and external constituencies, coordinated assessment and evaluation approach, and provide, maintain, and utilize technology to enhance student services.

Training Program Highlights

- In 2020, the Training Coordinator and WRC team interviewed 11 excellent candidates for the four Practicum positions. The WRC Training Program's budget allows for the hiring of only four Practicum Graduate students.
- This academic year our team in training became truly multicultural with representation from various cultural backgrounds, nationalities and language abilities, therefore, reflecting the diversity on Campus and promoting the advancement of equity, diversity and inclusion at the University.
- This year we engaged a Counseling in Psychology PhD candidate with expertise in working with LGBTQ plus communities and with a strong commitment to treatment approaches that include mind/body modalities and sex therapy. This therapist in training was involved in mind/body research in the past and on February 7, the student and the Training Coordinator launched our new Yoga Process Support Group. Due to the COVID-19 pandemic, this group has been suspended until it is safe to meet again in person and secure the safety of each participant. It is in our future plans to collect data to assess the benefits of using this modality with the intent to publish the findings.
- Each Practicum student completed UCASA training and became certified as a State Sexual Assault Advocate Specialist.

- On 10/16/19 (hosted by WRC) and on 2/19/20 (hosted by UCC), WRC Training Program and the University Counseling Center Social Work Practicum Team participated in our first Café Lounge and Clinical Dialogue to promote conversations around professional identities and foster networking and collaboration among both Practicum teams. These activities promoted coordination of services, professionalism and supported the collaboration between WRC Training Program and UCC Training Program. The program’s supervisors promoted the “One University” value and encouraged each student to learn from each other and continue their professional collaborations after graduation.

- WRC Training Program continues to collaborate with The Rape Recovery Center (Community Partner) by meeting with Laura Baumgart, LCSW, Clinical Supervisor, for consultation and collaboration and to offer clinical support to our teams as needed. WRC and RRC clinical team met in the fall for a staff training and retreat to learn about “vicarious traumatization” and for team integration and development. WRC Training Program will continue to collaborate with RRC during this academic year.

- WRC Training Coordinator started the process to develop collaboration with the Utah Department of Workforce Services and Refugee Services (Potential Community Partner). This State Program has the mission to energize, educate and empower refugees to achieve their dreams through quality services offered in a collaborative resource-rich environment. The therapist in training in the future may provide supportive training for the Refugee Services staff.

- WRC Training Program hosted one of the “Lunch and Learn” series event for the College of Social Work to promote the Training Program. More than 60 students, staff and faculty participated in this educative session facilitated by the Training Program Coordinator. Feminist Multicultural Therapy perspectives were promoted to potential Practicum students interested in the Training Program. Two WRC therapists in training, the Counseling Coordinator and the Administrative Assistant participated in this event. This event was a success as we eventually hired four excellent MSW practicum students for the academic year of 2020-2021.

- This year’s turns of events created unexpected changes in our work environment due to the COVID-19 Pandemic. In early spring, WRC Training Program responded to the needs of our clients in a brave and efficient manner, and under very stressful conditions, counseling services were never interrupted. Each Practicum student was able to complete their Practicum hours as planned. Telemental health and telephone counseling sessions were instituted in response to the University and the CDC safety guidelines to prevent the spread of the virus. This year, the Training Program will provide Telemental health training to support each therapist in training to learn this new clinical skill. As changes in our profession are eminent, the Training Program continues to produce cutting edge training to equip each student with tools that are extremely marketable and desirable during our new world reality.

Training Program Core Objectives Accomplished

- The Training Program team researched, implemented and updated a comprehensive training model that promotes the utilization of Feminist Multicultural Counseling theory and trauma informed best practices in clinical work.

- The Training Program Coordinator Provided 169 hours of didactic training and individual and group supervision for four advanced graduate level therapists in training. This training included a weekly clinical consultation seminar to engage Practicum students with application of FMC theories, the use of trauma informed techniques, case conceptualization training and the application of these concepts into clinical practice at WRC.

- The Training Program Coordinator consulted and collaborated with WRC Counseling Coordinator and Program Coordinator to assure congruence in the training and supervision of trainees and clinical services.
- The Training Coordinator conducted evaluations for the student's academic programs (a requirement to pass Practicum Classes) and met with the trainees Practicum Coordinators at least once each Semester to evaluate the student's progress. (Practicum Requirement in the College of Social Work).
- Three MSW Practicum students were able to complete the Training Program and graduated in May 2020. Two of these students have been able to secure employment in the field of health and mental health. One student decided to take the summer to study toward the licensing exam and is currently in the East Coast visiting her parents. The Counseling in Psychology PhD student continues to work toward the completion of her degree and maintains close communication with The Training Program Coordinator.
- The Training Program Coordinator taught Feminist Multicultural Therapy class (EDPS 7240) this Summer. This year the class successfully attracted 14 students from the School of Counseling Psychology, the College of Social Work and Clinical Mental Health Counseling. The diversity in the classroom promoted interesting and fun exchanges among students and educators. Due to current events in our community and the world, the class engaged in multiple conversations associated to social justice, anti-racist clinical practices and health disparities.
- The Practicum students as a team, worked 2,687.05 hours at WRC and provided 944.26 hours of direct clinical care.
- The Training Program Coordinator promoted and generated interest in WRC Training Program at the University of Utah and other higher education institutions by participating in Career and Practicum Fairs and University and community events.
- The Training Program Coordinator processed the Practicum applications for the selection of Practicum students for the upcoming academic year. She organized the interview committee and coordinated with each graduate school and HR to ensure a smooth hiring and onboarding process for each Practicum student.
- The Training Program developed collaborative relationships with Campus partners, (UCC, The College of Social Work, Counseling in Psychology Education Department) and community partners, (Rape Recovery Center, Volunteers of America, Utah State Department of Workforce Services-Refugee Program) in order to promote Social Justice Practice and Macro Practice.
- The Training Program promoted and engaged as an active participant in the mission and vision of the Women's Resource Center and Student's Affairs to advance the "One University" objective.

Retention and Graduation

The WRC Training Program is tailored to meet each of our Practicum student's academic goals and at the same time provides rigorous evidence based clinical training that promotes the wellness for each client we serve in our setting. The training has successfully supported our Social Worker Practicum students in graduating, passing their licensure exam and obtaining gainful employment after graduation. When the Practicum students complete their training, they are fully prepared to provide trauma informed psychotherapy using Feminist and Multicultural counseling interventions as well as client centered case management and social justice advocacy in their place of employment and beyond. Feminist Multicultural counseling, case management, advocacy and support groups provide our University of Utah student, and especially those from underrepresented communities, a safety net that promotes their wellness, health and mental health. The support our clients receive from our Practicum Team is pivotal in sustaining them in difficult and challenging moments, making them more likely to stay in school and complete their degree.



Programming

Gender Justice Scholars

UStart GJS programming aligns with the Student Affairs Strategic objectives. These values represent a key component of the U Start Program: student engagement and support; strategic enrollment management; inclusivity and diversity; and staff excellence. In order to accomplish our goals, these objectives have been carefully woven into all the work we engage in by providing students with opportunities to: build community, serve as leaders, and lead, advocate, partner in order to meet the needs of the full student academically and otherwise. This includes providing resources to maintain school and life balances, including curriculum materials that are inclusive and diverse. The community engaged learning component of our program allows for students to prepare for professional and public roles as engaged citizens. We have created spaces, even with limited resources, for students to develop and practice healthy behaviors for themselves and their peers.

Go Girlz Initiative

The Go Girlz Initiative seeks to provide access to higher education for underserved and first-generation girl and femme students' grades 6-12 in the greater Salt Lake area through empowerment-based programming. In the past three years, the program has maintained and fostered school/campus/community partnerships and collaborations that have strengthened programming outcomes. We closed out Go Girlz abruptly in March of 2020 due to COVID-19 school closures. Before closing out we were serving 5 school sites, 46 students and were in the middle of our 6-week program. We had 18 trained U of U volunteers participating as facilitators at these sites.

Graduation and Retention

The Gender Justice Scholarship program has actively participated in supporting student recruitment, retention and timely graduation. (see data) UStart GJS actively leads, advocates, partners and implements programs aimed at increasing inclusive practices on campus and validating students' lived experiences. (see student quotes) U Start also provides students with a sense of community and a greater knowledge and utilization of services at the University of Utah. Many of these students may have been previously isolated or lacked access to networks of success. Our program actively closes this gap via the wrap around services provided through the Women's Resource Center as a whole.

Gender Justice Scholars (UStart)

Before changing its name to Gender Studies in 2002, the Women's Studies Program at the University of Utah had existed since the mid-1970s, making it one of the oldest programs in the U.S. From a humble start with a small group of dedicated faculty and students, the program grew considerably over the years. Today in Gender Studies, there are about a 100 majors and minors studying for undergraduate degrees, and about 30 affiliated faculty. Gender Justice Scholars is a collaboration of the Women's Resource Center, the Gender Studies Department, the Academic Advising Center, and University Neighborhood Partners in order to support the success of students who are interested in issues of gender equity at the University of Utah. Additional campus collaborators, include: Academic Advising Center, Office of Sustainability and the Bennion Center. This 2-year cohort experience provides students with a holistic approach to their success.

A Gender Justice Scholar has access to many tools and resources. Some of these include:

- Completing credits towards graduation including BEH, DV & Upper Division hrs.
- Completing a Sustainability & Community Engaged Learning designation in their 1st year.
- Getting connected to meaningful civic engagement opportunities on their first day of class.
- A book stipend that varies each year
- One on One Femtorship/coaching
- Personalized academic advising
- Access to free tutoring in any subject

The requirements for this program include:

- Take required courses with cohort.
 - GNDR 2500: An Intro to Gender Studies, FALL
 - GNDR 3500: Social Science Perspectives on Gender and Youth, SPRING
 - UC 3001: Campus Exploration and Successful Student Skills, FALL
- Regular one-on-one advising meetings with an assigned University College Academic Advisor to track student progress and ensure success.
- Meet regularly with an assigned WRC Femtor/coach.

Goals and Outcomes

Goal 1:

- Student retention and graduation for incoming first generation, under-performing and/or underrepresented students through participation in a formalized 2-year cohort program.
- We have an overall student retention rate of 75%, with five also completing graduate degrees at the University of Utah. We currently have 34 out of 123 students who have stopped out of school in the last 5 years. 50 % of which completed our program but stopped enrolling in their 3rd or 4th year of school. A few are only a few credits away from graduation.

This goal is achieved effectively year after year. The students we work with often have alternative student experiences, some return after they've resolved personal situations, medical conditions or recommit to

their higher education careers. We acknowledge this need in the demographic of students we work with and communicate about the options as part of our programming.

- In the last year, 2 students returned from breaks and have maintained GPAs that would allow them to qualify for scholarships through the WRC.
- Data-informed changes or improvements we've made over the last five years include opening our cohort and program up to any freshman student that is interested in our program model. This has allowed for us to provide a signature experience to a mixed cohort of students. In addition, this year, we will begin a retention effort to reach out to students who are no longer in the program but are close to graduation (juniors and seniors) to inquire as to what resources they may need in order to complete.

Goal 2:

- Completion of contract requirements and increase the number of UStart students access university resources
- This was a new goal for this academic year. We created a survey to measure completion of contract requirements. 90 % of students reported abiding by their contracts. Contracts include: course, academic and program requirements. All students must take 3 courses over a period of 3 years: GNDR 2500, GNDR 3500 and UGS 3001. All courses created for this program. In addition, they complete 32-40 hours of community engaged service in their first year at the U. Students are assigned a WRC peer coach they connect with weekly. They are required to remain undeclared for first year, maintain 2+ GPA and have regular meetings with UStart AAC advisor.
- This goal has outcomes that allow us to report student success measured by the contract components including course completion; GPA and advising; major selection; and campus community connections.
 - This academic year, 90% of students in the program completed with a DV credit (GNDR 2500), a BEH credit (GNDR 3500) and 2 upper division elective credits UGS 3001). Twenty-six of the students in our program have graduated with an average GPA of 3.07. All students enrolled in the 2nd year major selection course, finished the course with a plan and/or with a declared major. Students in the 2 cohorts last year reported more than 160 connections to support services at the U in the last academic year.
 - Data-informed changes we made this year included modifying our staff patterns and training. We employed a model that connected graduate students with first year students only. The staff serving as mentors/coaches primary programming role was to stay connected and reach out to students weekly. We moved to this pattern after several responses from participants indicating they did not have a positive mentor/coach experience due to lack of communication. We are actively working to increase communication and better utilize feedback from participants.

Data

Total number of students served

- 2018-19
 - 38
- Last 5 Years
 - 155

For students:

- 2018-19
 - Academic Career (Undergraduate, graduate, professional)
 - 34 first-year undergraduate students
 - 4 graduate students

| | |
|---------------|-----|
| Gender | |
| Women | 80% |
| Men | 20% |

| | |
|------------------------|-----|
| Race/Ethnicity | |
| White | 65% |
| Latinx/Hispanic | 16% |
| Black/African American | 5% |
| Asian/Pacific Islander | 3% |
| Mixed Race | 3% |
| Other | 8% |

Go Girlz Initiative

The Go Girlz Community Initiative is a program the Women's Resource Center at the University of Utah developed in 2004 to provide access to higher education for girls from underserved populations close to the University. Over the years it has transformed into an initiative that seeks to intertwine the access & knowledge created by the U of U with the wealth of knowledge and passion for success that exists in the communities that surround it. We seek to provide awareness and access to higher education to all girls and femmes that want to explore the possibilities of attending a college or university.

This year Go Girlz was at seven sites and provided three weeks of summer camps for girls transitioning from middle to high school. Facilitator training included building awareness of the barriers to academic success that young girls face through self-reflection, inquiry, data collection and research before engaging youth. We seek to: inspire and promote self-love and motivation; assist in the development of healthy coping, study and decision-making skills; and motivating girls to further their education through academic resilience. To be effective facilitators we have learned and have added student facilitator learning objectives that are tied to program outcomes.

Data

84 K-12 Students

24 University of Utah undergraduate and graduate (Masters and PhD) students

Goals and Outcomes

Goal 1:

Go Girlz seeks to provide college exposure for girl and femme students in grades 6-12 who are first generation, low income or from underrepresented groups, through empowerment-based curriculum.

- Increase and/or maintain participants
- Complete curriculum goals and fulfill learning objectives
- Increase the number of girls expressing interest in college and/or goals past HS

Data

- Participant Numbers: 80% of participants indicated they would return to Go Girlz next year with the rest indicating there was no GG site at their new schools next year.

Curriculum Goals:

- U of U facilitators indicated completing all curriculum goals and fulfilling learning objectives at each of their sites.

- 80% of participants indicated feeling more confident in their abilities as students after attending GG. All students were able to identify their own learning styles.
- 100% of students also expressed feeling valued and listened to. Some students indicated GG being one of the highlights of their academic year.
- To test for understanding and learning we assessed students asking what they had learned and what they had enjoyed most from each curriculum unit. Student responses are listed below.
- Students highlighted workshops that made the most impact as: Love letters to self; field trips to the U: Nursing school and Lassonde; conversations about relationships; art projects. More student responses listed below.

College Interest: 100% of participants engaged in conversations about higher education. All participants indicated they had talked to more than one trusted adult about this possibility. All students were given the opportunity to collect resources to stay connected.

Actions taken

- The Go Girlz community initiative provides access and resources to prospective students from underrepresented groups at the U.
 - Retention in our program depends on many factors, we've taken into account reasons that students drop off and have found that many students stop attending GG when they transition into high schools where we do not have the program. Girls often remain connected but due to transportation we often don't see high school students until they are applying to the U. Due to this trend, this year we initiated a summer camp opportunity for girls transitioning between middle and high school. This camp was highly successful, our goals were to connect students to their new high schools and provide them with resources to succeed. We were also able to connect more consistently with parents and guardians.
 - Over the years, we have taken into account research-based approaches to informing our curriculum and model. Our approach has shifted into an asset-based model that assumes community wealth and knowledge. We've moved into bringing academic resources into schools to nurture this. Part of this process has also allowed us to shift into assessing the U of U student facilitator learning through this program. Including: feminist pedagogy, leadership, accountability and critical thinking skills.

Goal 2:

Provide a critical and inclusive community engaged learning experience for U of U students interested in feminist pedagogy and curriculum building

- Provide an educational and meaningful community engaged learning experience for U of U student facilitators
- Strengthen and maintain school/campus/community partnerships

Data

- Community Engaged Learning: This was our first year assessing what an "educational and meaningful" community engaged learning experience meant for the U of U student volunteers who sign up to be facilitators might mean. We identified that meaningful meant that students were receiving leadership opportunities, they were engaging in critical thinking and were putting theories learned into practice. Based on these criteria we identified that through our program they practiced and felt well, very well or extremely well about: (Examples for all of these are listed below under student quotes.)

- Ability to be self-reflective and mindful of processes that included planning, creating and facilitating.
- Establishing and maintaining collaborative relationships
- Paying attention to intersections of identity for all involved
- Co-facilitating and working to create an inclusive learning environment for workshop and preparation meetings
- Incorporating feminist curriculum building
- Seeking ways to connect to greater programming goals of educational attainment for underrepresented groups to my curriculum building
- Awareness of and attention to power discrepancies in relationships based on gender, age, race/ethnicity, language and the wide range of other cultural factors
- Incorporate feminist political analysis and facilitate critical thinking/consciousness building

In addition, facilitators felt the training and exposure to K-12 learning spaces provided by the WRC had contributed to my own personal, educational and career development.

Actions Taken

All U of U Go Girlz facilitators have graduated from the University of Utah, or are retained and on track for graduation. The Go Girlz facilitator experience provides them with a strong addition to their resumes and volunteer work. This year we will begin to collect more thorough information highlighting where students are after graduation.

U of U Facilitator Learning Outcomes:

Ability to be self-reflective and mindful of processes that included planning, creating and facilitating

- “An example of self-reflection and mindfulness in my planning/facilitation is when we did a workshop on self-love. I had a distinct definition and meaning of self-love and was drowning the presentation and workshop plan in it. I had to stop myself and reflect that my experiences, values, etc should not be forced into theirs. Instead, I utilized a general definition and asked discussion questions where we could each expand on how we experience self-love. This is something that I have been able to do for each workshop is asking myself the question, "Am I dominating the curriculum with what I know to be true? Am I giving them space to learn? Or am I telling them how to think, feel, and act?" I plan to utilize this always.”

Establishing and maintaining collaborative relationships

- “The girls ask about me and my co facilitator's well-being and they seem very interested in what we have to say. We do our best to listen to all of their stories and thank them for all of their comments. This has made them more willing to share and I feel this has helped us create a safe environment for the girls to share freely and to have a good relationship with us.”
- “I try to talk to at least one of the girls one on one to get to know them better and to make sure they feel included and that they're learning something from being a part of GG. I think I could improve on communicating with each school's liaison more effectively and consistently to ensure that we are all on the same page.”

Paying attention to intersections of identity for all involved

- “One of our students' holds identities such as African, Muslim, and a refugee. She talked about living in a refugee camp, her life in Ethiopia, the barriers she faces as a Muslim girl, and her migration to the U.S. It definitely complemented my learning experiences because these are identities I do not hold. Something that challenged me was when she told a story about how immigration changed her birthday when she came to the U.S. She spoke about how she felt hurt that they would not even acknowledge her birth date as something legitimate or valued. It

definitely challenged and complemented my understanding of migration processes in the US. So grateful for her knowledge/experience shares.”

- “I feel that I am very aware (sometimes too aware in that it gets in the way of building a relationship) of various intersecting identities that the girls have and how they do/do not match my own. For example, most of the GG participants have had to bring attention to the fact that I am white, rather than me bringing it up and talking about their level of comfort that I am often the only white girl in the room. I definitely think I can do a better job at addressing all of our intersecting identities and model being a human, rather than teacher, with them.”

Co-facilitating and working to create an inclusive learning environment for workshop and preparation meetings

- “A prime example of intentionally creating a collective inclusive learning environment was creating the community guidelines. Instead of just having myself and my co-facilitator do it, having an activity where we ALL collectively created the space has been great! At the NW GG site, there would be a lot of interrupting and side conversations when someone was sharing a thought or story and participants were feeling frustrated. Hence, having something to refer to and having each other hold ourselves accountable when it happens. Also learning how to “approach” rather than attack when this occurs. I also like to include them in the process of planning some of the workshops and being open to suggestions they have. Like something they want to expand on. Some improvements for next year would be to rethink some of my presentation styles.”
- “I think that my co-facilitators and I have strived to create an inclusive learning environment during all of our activities. We have tried to get feedback from all of the girls and understand what they would like to learn and get from each workshop. We have also tried to kind of break up the “cliques” within the GG groups to ensure that girls are getting to know and learn from other girls. We have also tried to do activities each week that the girls like to do and try to take into account the ways in which they learn best.”

Incorporating feminist curriculum building

- “I wanted to focus more on the empowering aspects of identifying as femme or a woman and the included how we interacted with one another and historical references. While it did not really get to the point I wanted, it did lead the girls to speak more on their personal experiences in the realm of being a girl and not just a student.”
- “Recently, I spoke about bully culture with my girls and allows for anonymous submissions for a survey to be completed. The questions were really geared towards the negative hierarchy bullying creates within groups of femmes and womxn.”

Seeking ways to connect to greater programming goals of educational attainment for underrepresented groups to my curriculum building

- “We have talked about different ways that they can go to college (e.g 2-year and 4-year colleges) and also about certification trainings and made sure that they know that Go Girlz can help them in the future in terms of paying for SAT/ACT tests and helping apply to the U.”
- “We had a workshop around seeing ourselves as Future Femmes of the Week and career goals. Some career goals included hijab model/scientist, YouTube /video game developer, and another included actress/singer/model/fashion designer. When they shared with me about their career goals, I talked a bit about how each could also be accomplished by going to college.”

Awareness of and attention to power discrepancies in relationships based on gender, age, race/ethnicity, language and the wide range of other cultural factors

- “As a woman of color, I feel that my experiences at the WRC have allowed me to do this more gracefully than compared to the usual call out and attack approaches that I had been used to.”
- “I have had to be very intentional and aware of the power differentials I feel in GG with the participants. I have had to let my guard down as the ‘teacher’ or ‘white savior’ and just sit with

the girls and be ‘chill.’ The girls always ask if I am ‘chill’ and I think they're right, I need to just ‘chill out’ more.”

Incorporate feminist political analysis and facilitate critical thinking/consciousness building

- “Making the political personal is something that is important to me, but I find it difficult to do with younger girls who may not be aware of policies that impact their day-to-day lives. Making these discussions more developmentally appropriate, and also learning from the participants what they do already know, is my goal.”

Training and Experience Overall:

- “This has been a really great experience and I feel that I have learned a lot about how to be mindful of other identities and also how to be inclusive of all persons so that the group can be a welcoming experience for all.”
- “As I work on recognizing my own power and privileges in certain spaces, being a GG facilitator has opened my eyes even more to the power/privilege I do hold. Not only has it made me more aware, but in real time, those privileges have had to be challenged and addressed with real human beings. I am also recognizing how powerful young girls are and how much knowledge they have. It makes me want to listen to them and understand what they need and use my privileges to advocate for those things.”



Scholarships

Alignment with Student Affairs Objectives

With the addition of the Education Specialist to the team at the Women’s Resource Center, she took over the scholarship program through the WRC. The numerous tuition scholarships offered through the Women’s Resource Center align with several of the Student Affairs Objectives.

Student Success: Students who are awarded scholarships are not only connected to the services and the programs offered in the WRC but also easily connected to other offices in Student Affairs and across campus to help equip student in their academic success. Offering scholarships to students contributes the high retention and graduation rates for the students we work with. Many students share that it would have

taken much longer to complete their degree if it wasn't for the financial support through these scholarships.

Additionally, the growing scholarship program meets the University's Strategic Goals by providing financial support which helps with recruiting and retaining a talented and diverse student body. The scholarship program is in its second year using the AcademicWorks platform through the Office of Financial Aid and Scholarships and have found that partnership to be extremely beneficial in not only streamlining the process but helping the WRC verify financial need and assist in financial support for students. All scholarship recipients are required to attend an orientation at the beginning of the Academic Year where they are introduced to other offices and support services that will contribute to their academic success. Last year's collaborating offices included: The Financial Wellness Center, the Office of Financial Aid and Scholarships, The Learning Center, The Center for Childcare and Family Resources, and Student Success Advocates.

Goals

Provide funding opportunities for qualifying students so that they may continue their educational pursuits to graduation

Desired Outcomes

Track retention and graduation rates of WRC scholars
 Maintain number of scholars receiving funding

Data

The Women's Resource Center offers 12 different scholarships for tuition. Three of the scholarships are new: Dr. Colleen Harker Women in Medicine, the Alumni Completion Scholarship from the Alumni Association, and Crankstart Re-entry Scholarship. \$315,070 was awarded in academic scholarships to 162 scholars for the 2019-20 Academic Year. This was a \$74,770 increase from the previous Academic Year (2018-19, which was \$240,300 to 109 scholars.

Graduation and Retention Data

- 76 Scholars Graduated (46%)
- 82 Scholars Retained (50 %) (This number is a projection until it is verified in Fall Enrollment)
- The combined Graduation and Retention rate is 96%
- 5 Scholars have left the University or are taking a Leave of Absence

Scholarship Donors

| | |
|--|---|
| Alumni Association | Herbert I. and Elsa Michael's Foundation |
| Beta Gamma Endowment Scholarship | Mary Cherry Moslander Roberts Endowment |
| Boundless Opportunity (Daniel's Fund) | Nick and Helen Papanikolas Foundation |
| Chevron Scholarship for Women in STEM | Osher Re-entry Scholarship Foundation |
| Crankstart Re-entry Scholarship | Peter and Arline Harman Trust Scholarship |
| Dr. Colleen Harker Women in Medicine Scholarship | Sorenson Legacy Foundation |

Endowment Scholarships

The Women's Resource Center has three annual scholarship endowments. Endowment revenues are on a quarterly basis and totaled \$83,600 for FY20. The WRC had excess rollover funds from previous years and awarded some to scholarship recipients.

| Donor | Description | Dividend | Scholarship Distributions |
|---|--------------------|-----------------|----------------------------------|
| Beta Gamma Scholarship Endowment | Annual Scholarship | \$4,965 | \$7,000 |
| Mary Cherry Moslander Roberts Endowment | Annual Scholarship | \$7,131 | \$4,500 |
| Osher Re-entry Endowment Fund | Annual Scholarship | \$73,358 | \$101,681 |
| | Total: | \$85,454 | \$113,181 |

Annual Grants

Each year the Associate Director reapplies for new or additional funds and manages the donor relationships for the following grants and scholarships. Note that the grant total does not include new endowment revenues.

| Donor (Annual Scholarships) | |
|--|------------------|
| Alumni Completion Scholarship (New) | \$25,000 |
| Boundless Opportunity Scholarship | \$10,000 |
| Chevron STEM Scholarship | \$5,000 |
| Colleen Harker, MD Women in Medicine Scholarship | \$20,000 |
| Crankstart Foundation | \$50,000 |
| Deseret Trust/Harman Family | \$80,000 |
| Michael's Foundation | \$10,000 |
| Simmons Family Foundation | \$20,000 |
| Sorenson Foundation | \$50,000 |
| Willy the Plumber Scholarship (New) | \$12,377 |
| | \$282,377 |

Graduation and Retention

For 2019-20 we have a combined Graduation and Retention rate of 96%. Providing funding support for students directly relates to retention and graduation. So many of the students we support tell us they would have either had to leave the University or take more years to complete their degree if it were not for the funding the Women's Resource Center provides.

Student Advocacy and Support

The Women's Resource Center provides support and advocacy to students. That can come in the form of the individual meetings, connecting students to other offices, or advocating for and with students on campus and in the community. This is a key responsibility of the Education Specialist who fully joined the WRC team after the ending of the Women's Enrollment Initiative in June 2019. During FY 19-20 the Education Specialist met with 79 students, many on more than one occasion to help troubleshoot educational barriers they were experiencing. 17 of those students had already filled out the Thinking of Leaving Form and the others were referred by other students, academic advisors, or other campus partners. Over 80% of those students expressed distress related to their financial wellness. With greater visibility of the services of the Financial Wellness Center, this office continues to be one of our main referrals out of our office in addition to the Office of Financial Aid and Scholarships.



III. Plan for the Future

Campus and Community Outreach

- **Anticipated Challenges:** The WRC is committed to doing social justice education and awareness on campus, having adequate staff and funding available to address these critical issues, while providing services and support, continues to be a challenge. COVID-19 impacts, going all on-line.
- **Anticipated Opportunities:** The WRC staff is well-trained and capable of collaboration and partnering. Staff continue to find avenues of knowledge to stay current and utilizes best practices when time has allowed for outreach and education of campus communities.

Development

- **Anticipated Challenges:** The competition for grant monies is only increasing on campus. In partnership and collaboration with the Development Office, the WRC has been exceptionally successful in targeting foundations whose values and goals are in the alignment with those foundations. However, each year we have to apply for ongoing financial support which impacts the number and award amounts for the scholarships the WRC offers each year. Therefore, this very important part of the WRC's ability to support students financially is completely dependent upon the time that is available to pursue ongoing funding.
- **Anticipated Opportunities:** As a result of the relationships developed with the Development Office, foundations, organizations and individual donors the WRC has been able to offer an increasing number of scholarships. We will look for opportunities to increase individual donations through sustainable giving and various giving campaigns throughout the campus community.

Emergency Fund

- **Anticipated Challenges:** As we assist more students with their financial emergencies, we are seeing a steady volume of emergency applications. Requests for assistance goes far beyond textbooks. We see requests for housing costs, food, and assistance with childcare costs. Most notably we are seeing an

increase in requests for emergency tuition assistance. Many offices, departments, and colleges have identified the WRC as a place to seek assistance with tuition when a student's financial aid package does not cover the full cost of attendance. This is challenging for our office not only financially, but also the extensive effort involved in assisting the student emotionally to address their inability to pay for college and advocating for them from other offices and departments on campus.

- *Anticipated Opportunities:* This year the WRC granted almost \$40,000 in emergency scholarship funds. Being able to provide funding to reduce stress and stabilize students living situations is being viewed by many funders as appropriate funding opportunities. The growth of the Homeless Student Task Force, which has moved into the Basic Needs Center working group is educating departments and colleges about what constitutes an appropriate referral for emergency funding and is spreading campus resources and general support of students to various Student Affairs and Academic Affairs Offices. We anticipate more collaborative fundraising opportunities in this area; most specifically with the Student Success Advocates in Undergraduate Studies and the Union.

Feminist Multicultural Counseling Program and Counseling

Often the challenges and opportunities are the same for our Feminist Multicultural Training Program and our Clinical Counseling as they are dependent on each other.

- *Anticipated Challenges:* As our needs to accommodate clients for counseling increase we will require more staff to accommodate our training program and our counseling services. We currently have funding for 4 trainees and for one trainee during summer semester. In order to increase the number of trainees without creating inequities we would need to secure more funding. More trainees would also pose a space problem as we are at capacity now. We have increased the Training Coordinator position to 32 hours a week. This presents a space challenge as practicum counselors previously used the Training Coordinators office two days a week. We will have to creatively schedule offices to provide space for counselors. As we have increased the number of staff hours to accommodate the increasing numbers of clients requesting services from the WRC, we are continually limited by space. As the pressure to grow each year increases, it is not realistic to believe that we will have the space and financial support/resources to meet those expectations.
- *Anticipated Opportunities:* Because we have the Titanium database, we have been able to get students in a timelier fashion and have the potential to serve a greater number of students in the future. In addition, we are able to track clinical work report the data with accuracy. We are continuing to use Titanium's features to become more efficient in our clinical work, noticing changes from our first three years of using the database as school begins. We are tracking no-shows and cancellations in particular and making sure we are using all clinical staff time in the most efficient way possible. I believe our 30% increase in clinical numbers reflects, in part, efficiencies due to the use of Titanium.

Gender Justice Scholars (UStart)

- *Anticipated Challenges:* Maintaining a cohort that has doubled in numbers since conception has provided new challenges and expectations, students to coordinate makes a difference in the resources, space and advocacy that is needed. This feels like a "good" challenge. We have the students, our program has proven successful, now we need more resources to continue ensuring student success. Some of these resources include: additional funding for fem/mentors, book stipends, programs for success and office space.
- *Anticipated Opportunities:* We envision being able to provide a large support system for our students as they transition out of the GJS program. Some conversations around this have emerged as we collaborate to create a concrete gender-based pathway program in collaboration with the Gender Studies Department and University Neighborhood Partners. We are also working on providing a second-year class that will also serve towards internship credit for students who are in their second year of the program. One additional opportunity has arisen from providing additional internship

opportunity for graduate or upper-class women/men through their connection to the program. This portion of our program has evolved with new assessments that gauge the preparation and effectiveness of our femtor program through the WRC.

Scholarships

- *Anticipated Challenges:* Scholarships remain an extremely important part of retention and graduation for students supported by the WRC. The amount that we are able to give to students has had a steady increase over the last 11 years, from \$20,000 to over \$315,000.
- *Anticipated Opportunities:* This year the WRC brought in over \$280,000 in annual scholarship money this year, which does not include the endowments. Our plan is to maintain our strong donor base and continue to grow a sustainable giving donor group that will help us provide even greater support to our scholars. Stabilizing essential financial needs for a family or individual will allow for higher rates of success.



IV. Staff Excellence

The staff turnover the Women's Resource Center experienced was a great opportunity to enhance current office processes and programs. Each staff member, old or new, is committed to excellence as a team and in their particular roles as evidenced by the strong relationships we have with students and the high percentages of student retention and graduation of our student population. Staff are encouraged to engage in activities and to also enhance their growth and knowledge by attending and presenting at local, regional and national conferences when possible.

Debra Daniels, LCSW

Director

- VP Student Affairs Leadership Team, Member (SA)
- Anti-Racism Task Force, Member
- Student Affairs Diversity Counsel, Co-Chair (SA)
- Continuum Advisory Committee, Member
- Search Committee for Vice President of Student Affairs, Member (SA)
- Health and Safety Task Force, Member
- Transforming Classrooms into Inclusive Communities, Member

Kimberly Hall, MFA

Associate Director

- Mental Health First Aid Training Certificate
- Student Affairs Development & Inclusion Excellence Award
- Changemaker Award United Way
- Featured in the Utah Women's Forum Newsletter
- Presentations: Staff Retreat, SANE, SLCC, Association of Fundraising Professionals Utah Chapter
- Educational Futures Committee/Student Success Working Group- Year Long Commitment
- Co-Facilitator of the Basic Needs Collective
- Weekly Tabling at the Farmer's Market for Data Collection and Basic Needs Collective Marketing
- Participation in establishing Health Campus Student Basic Needs Satellite Office
- Participation in Advance Training & Development Officer Meetings
- Participation in the Crowdfunding Efforts through the Development Office
- Sponsorship for the Women of Tomorrow Student Group/ASUU and U STARTER Campaign

Kirstin Maanum, MPH

Women's Education Specialist

- Planning Committee for the Women's Leadership Summit (cancelled due to COVID-19)
- Advisory Board for the University of Utah Center for Community Nutrition
- Member of the University of Utah Campus Contraceptive Initiative
- Participant in the University of Utah IPV Collective
- Participant in the Homeless Student Task Force/ Basic Needs Center
- Survivor Educator for Rivkin Center
- NASPA Member
- Certified Community Health Education Specialist (CHES) through National Commission for Health Education Credentialing
- Mental Health First Aid Training Certificate
- Utah Planning Committee Member
- Attended Western Region NASPA Conference

Nellie Arrieta, MA, LCSW

Training Coordinator

- Collaboration with the College of Social Work
- Homeless Students Task Force, engaged practicum students with data collection and surveying
- Rape Recovery Center
- Collaboration with Brigham Young University Counseling Psychology PhD Program
- Collaboration with Utah State University Psychology Department
- Collaboration with Westminster College Master in Mental Health Counseling Program

Kristy Bartley, PhD

Counseling Coordinator

- Co-taught weekly clinical seminar for WRC clinical practicum students
- Taught Feminist Multicultural Therapy summer course
- Adjunct Faculty, Counseling and Counseling Psychology, Dept. of Educational Psychology
- Administered client experience/satisfaction survey at the mid-point and end of each semester
- Ongoing research and reading on the best practice standards for delivery of trauma focused therapy
- Trained new clinical staff on Titanium
- Trained new front desk staff on checking clients in and billing procedures
- Continued to refine the use of the Titanium database for clinical data collection and solve problems in the database when they arise

Catalina Cardona

Administrative Assistant

- Attended Utah NASPA Conference
- Salt Lake City Police Civilian Review Board, Member
- TRIO Presentation
- Admissions Team Presentation
- Utah Behavioral Health Planning and Advisory Council – Diversity Subcommittee

Erin Norris, LCSW

Clinical Social Worker

Erin joined the Women's Resource Center in April 2020 as the new Clinical Social Worker. Her goals include supporting counseling clients and training Bachelor of Social Work interns.

Flor de Maria Olivo, MA

Program Coordinator

- U of U Student Affairs Service Excellence Awards Committee
- U of U University Neighborhood Partners Advisory Board Member
- U of U Student Affairs Professional Development Committee, Newsletter & New Employee Orientation
- Weaving Diversity into Millcreek Promise, Education Committee, City of Millcreek
- Westside Dance Board Member, Community Board
- SAAM Art & Activism Committee, Rape Recovery Center



V. Women's Resource Center Anti-Racism Plan

Position Statement

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

- History:

The Women's Resource Center at the University of Utah was founded in 1971 by a group of visionary women faculty, staff and graduate students. The WRC was started to support displaced homemakers, a uniquely marginalized group, especially here in Utah. Unfortunately, the Center was also seen as office that has centered white feminism. This is a perception that may still persist to this day.

During the 1970's and 80's the Center was at the forefront of many changes on and off campus:

- Helped found the Women's Studies Program in 1975 (later named Gender Studies)
- Founded a training program in feminist-multicultural counseling in 1994
- Advocated for campus child care
- Monitored the general campus climate for women
- Advocated for the hiring of women faculty and staff
- Established scholarship programs for single-parent, non-traditional and first-generation students

The Center has played a role statewide and nationally helping to found: The Consortium for Utah Women in Higher Education; The Utah Math Science Network; The National Women's Studies Association; HERS/WEST, a professional development and networking organization for women in the Rocky Mountain West.

The entire WRC staff and students were an early vocal group in advocating for questioning the university's use of an indigenous tribal name as a mascot and using their sacred symbols on our University of Utah clothing and in marketing. We have traditionally been a voice that challenged power and privilege at the university. We are seen as a place where students, staff, and faculty can receive support for insidious trauma they experience in classrooms, workplaces, and departments.

Today, the WRC continues its tradition of leading out, or joining the conversation on women's issues. We are engaged in social justice work to help end racism, sexism, homophobia and all other biases that may lead to violence, intimidation and threat on our campus. We work extensively to support student victim-survivors of interpersonal violence.

The WRC has adopted the feminist multicultural model for all the work that we do, not just our clinical work. We engage together as a permanent staff in ongoing conversations regarding our own positionalities and how we benefit, implicitly or explicitly, from systems of oppression, privilege, and power. We understand that the very fact of having advanced degrees and working

in higher education is a position of privilege. We will continue to work to hire permanent and student staff who represent a diversity of identities and experiences. Over the years our staff has become more diverse and we are all involved in presenting to classes and other student affairs offices on issues of inclusion and social justice. Our newly retired director, Debra Daniels, who was both a clinician and administrator, was the originator and co-founder of the *Student Affairs Diversity Council*.

Clinical staff at the WRC provided support to staff and students following critical incidents on campus where there was a loss of life. Additionally, we addressed bias incidents involving white supremacy, sexual discrimination, and other forms of oppression on campus. We work closely with the Center for Student Wellness to provide a safe place to seek healing from sexual trauma. Additionally, we prioritize creating a space where people of all genders are less likely to encounter people whose identities represent those of perpetrators.

The staff has the responsibility to promote self-care and personal wellness as part of the culture of the WRC. We teach and model these behaviors and values integrating them into supervision with our trainees. In addition, we model and talk about them not only among the clinical staff, but also with the entire permanent staff and non-clinical student staff. We strive to live these values within the WRC as a whole.

We recognize that power is operating in every relationship and at multiple levels within people's lives.

Current Anti-Racism Initiatives

- *White Women Working on Issues of Racism and Equity (WWIRE)*: In 2020, Kristy started leading anti-racism discussions at the YWCA for white staff. Kristy and Erin attend and participate in.
- In collaboration with Claudia Reyes, a former practicum student and current UCC staff member we were able to continue offering the Women of Color support group.
- Staff are participating in and sharing their personal growth that comes out of the SADC weekly dialogues on Racial Justice and Decolonization and the Friday Forums that are sponsored by EDI
- Interns and student staff are increasing their understanding of race, class, privilege and systems that exist in higher education and elsewhere through reflective journals in response to assigned readings.
- WRC staff closely collaborates with the Rape Recovery Center to share Cultural Considerations in our shared work

What current practices promote anti-racist work and/or anti-racism within your office?

- We promote learning by participating in dialogues about anti-racism, and engaging in continuing education on whiteness, diversity, and allyship. The WRC clinical training program, including the *Feminist Multicultural Therapy class* we teach every summer (EDPS 7240), is based on values of inclusive and equitable learning environments, empowering outreach and advocacy for underserved groups, deep self-reflection on personal positionality and its impact on working with diverse populations, and

dedication to lifelong learning and personal growth as clinicians. The class also takes into account the principles of fairness, equity, and social justice across intersections of students and clients' identities and lived experiences.

When possible or appropriate, the WRC uses alternative leadership models, such as, shared leadership through co-supervision, collaborative meetings where we come up with program ideas together, and we value ideas that students bring based on their cultural knowledge rather than requirements that ignore systemic racial inequities and reinforce dominant culture. The WRC respond to acts of violence and racism on campus by creating space for victims, offering resources to victims, promoting the work of campus organizations and programs that offer healing and are actively addressing both violence and racism. WRC staff address practices that harm or re-traumatize students and staff. We actively challenge these practices our office and when necessary work directly with the Office of Inclusive Excellence or the Dean of students.

Anti-Racism Plan

Ongoing Year to Year:

- Create opportunities for professional development to prioritize consciousness building for staff and students. Develop an onboarding process for students and staff that includes consciousness building. This may be through books, courses, designated time to participate in on campus events.
- Disseminate WRC resources (scholarships, emergency grants and resources for programming) that is equitable and responsive to a diverse student body.
- When considering resources and referrals, utilize a vetting process to identify partners and vendors that share our commitment to race equity. Ensure our partners espouse values of anti-racist, non-binary and gender equity work.
- Promote WRC Training Program among practicum students of color to ensure a diverse pool of applicants for the therapist in training Program.
- Sustain and develop collaborations with community partners that attend to minoritized populations including people of color to support their mission.
- Avoid using branding that uses culturally appropriate symbols.

Year One

Define antiracism as a group using Kendi's very pragmatic and action-oriented definitions.

- During an extended staff meeting, all WRC employees will engage in a discussion and exercise to assist in creating a definition that is connected to the mission of the WRC and programs/services offered.

Begin to practice Trauma Stewardship

- Present/provide article on the principles of Trauma Stewardship to all permanent and student staff and relation to anti-racist work or strategies.

- In virtual mini-retreats with permanent and student staff, facilitate an exercise that prompts critical self-reflection and how trauma-centered strategies connect back to their lives.
- Each staff member will include strategies in their individualized professional action plans.

Identify and navigate systems of power and privilege

- Create an audit of services, programs and resources and evaluate the way systems of power/white supremacy operate and manifest within the WRC
- Develop strategies that work together to disrupt those systems within the WRC while supporting and working together as a team

Redefine Advocacy in the context of the WRC

- Define the context and targeting of our advocacy as it relates to the WRC mission
- Highlight racial trauma work and the psychological trauma of racism on social media pages and postings, integrate racial trauma work into conversations with staff and students.
- Use our expertise to educate campus on issues related to anti-racism. Host educational events to discuss different topics around race, race and mental health, and other relevant topics. This would continue to highlight the role the Women's Resource Center has in students accessing mental health counseling and in educating others on race, gender, and intersectionality.

Year Two

Define antiracism as a group using Kendi's very pragmatic and action-oriented definitions.

- Staff will become more confident and skilled at talking about race and racism and its implications for the organization and for society.
- Encourage staff engage in the Racial Justice and Decolonization series through the Student Affairs Diversity Committee
- Staff will take part in trainings that prepare them to facilitate conversations around race and equity

Identify and navigate systems of power and privilege

- Complete a space audit for the WRC to include language, visuals, art and imagery)
- In collaboration with existing working groups on campus, create opportunities for white staff to raise self-awareness and consciousness on whiteness, privilege, and power.

- Create or change marketing that expands beyond the market of white/cis women particularly for mental health services.

Develop or utilize a decolonized hiring practice for students/staff and develop strategies to have more diverse applicant pools

- Working with Human Resources and Student Affairs, begin search for Director by creating a job description that includes social justice and anti-racist competencies that will generate a diverse pool of applicants.
- Form an interdisciplinary search committee to help select a new director for the WRC and hire a director within 6 months.
- Develop inclusive practices approved by Human Resources to increase the racial diversity of applicant pools (includes students and permanent staff)

Analyze job descriptions and compensation and suggest salary adjustments to address inequity in pay if they exist

- When salary disparities by race (or other identities) are highlighted through a compensation audit, staff being underpaid in comparison to peers receive immediate retroactive salary corrections
- Utilize 360 evaluations that include feedback on individual
- Develop protocols that addresses necessary responses related to issues around race, bias, and microaggressions.
- Make learning associated with race justice, inclusion and equity a component of performance evaluations

Establish a new ambassador board membership whose identities are representative of students at the University.

- Revise the mission and duties of the ambassador board (previously known as the advisory board)
- Identify potential members through nominations and extend interviews that incorporate specific questions around racial justice

Community Partners Integral to Success

Rape Recovery Center, YWCA, Outdoor Afro, University programs and departments including the College of Social Work, Gender Studies, LGBT Resource Center, Center for Disability and Access, University Counseling Center, U of U Human Resources, Assessment Evaluation and Research, The Office of Equity Diversity and Inclusion, Center for Student Wellness, School of Medicine and the Resiliency Center, Academic Advising Center, Office of Sustainability, the Bennion Center, Office of Inclusive Excellence, and the College of Social and Cultural Transformation.

Balancing Commitments

What are you already committed to and how will you balance this work and what is already happening within your office?

We believe self-care is an integral part of anti-racism work and an important part of the philosophy of the WRC. We allow staff to take time to address their mental health needs, foster an open “door” policy where staff can bring up their personal experiences and feelings to colleagues. We will support staff in taking advantage of University sponsored events on mindfulness, wellness, physical health care needs and doing so during business hours. Goals in this plan will be adjusted as necessary to support employee success with programs and services. We understand anti-racism work both at the Women’s Resource Center and at the University of Utah is complex and dynamic. We recognize this process will involve re-evaluation and changes as new information and personal experiences arises. As part of our anti-racist commitments, we remain open to having critical conversations that foster inclusion, equity, and justice to all students, staff, and faculty at the University of Utah.

VI. Financials and Student Fees (if applicable): Please submit this as a separate report.

University of Utah
Women's Resource Center
Financial Summary

University of Utah
Women's Resource Center
Balance Sheet

| | <u>Actual</u> <u>2018-2019</u> | <u>Actual</u> <u>2019-2020</u> | <u>Actual</u> <u>2018-2019</u> | <u>Actual</u> <u>2019-2020</u> |
|--------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Revenues | | | 4,965.91 | (7,711.54) |
| Non Personnel | 14,100 | 14,100 | | |
| Benefits | 154,871 | 153,519 | | |
| Personnel | 341,394 | 368,936 | | |
| Other | 313,189 | 76,959 | | |
| Total Revenues | 823,554 | 613,515 | | |
| Expenses | | | | |
| Labor | 553,533 | 560,561 | | |
| Travel | - | - | | |
| Telephone | 4,706 | 5,888 | | |
| Professional Development | - | - | | |
| Other Expenses | 250,873 | 59,743 | | |
| Total Expenses | 809,112 | 626,192 | | |
| Net Income/(Loss) | 14,442 | (12,677) | | |

Signature

Date



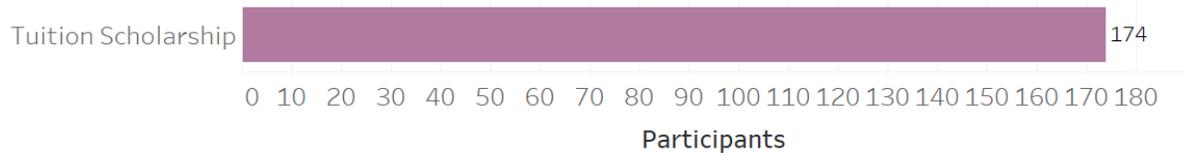
Tuition Scholarships (2019-20) -- Student Characteristics

Report for Women's Resource Center

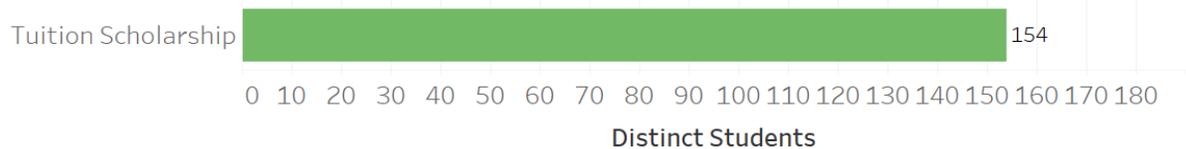
Authored by AER

The following two charts show the number of all students and the number of unique students who received tuition scholarships from the WRC. Generally, difference between these two numbers are generally due to students who received more than one scholarship.

Count of All Participants

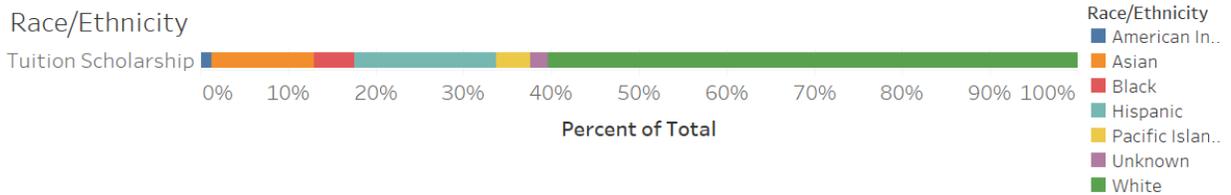
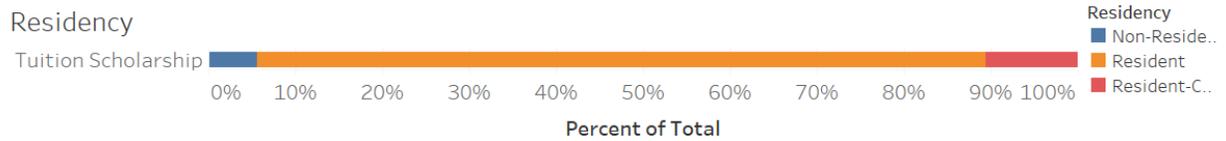
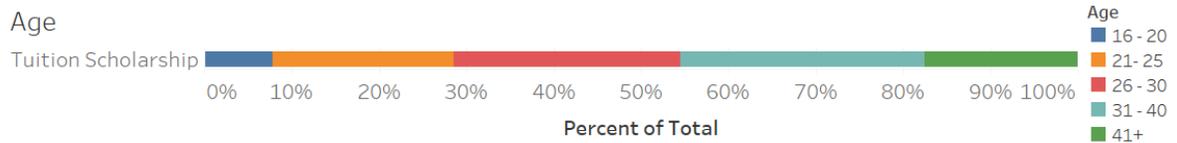
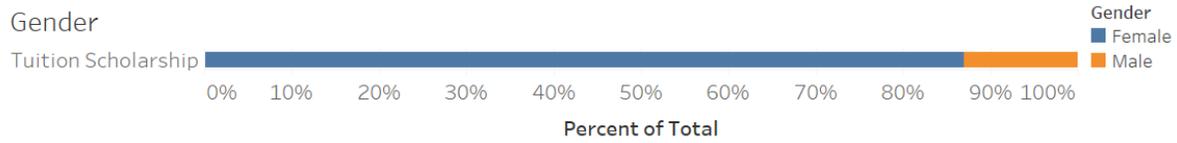


Count of Distinct Student Participants

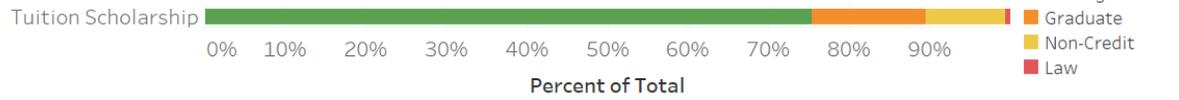


Student Demographics and Characteristics

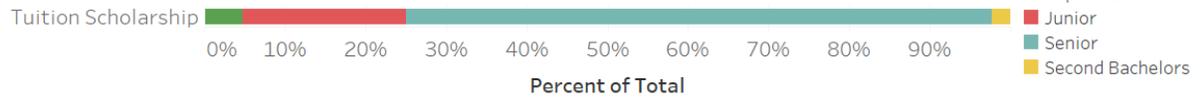
The following student characteristics and demographic details are based on the unique students.



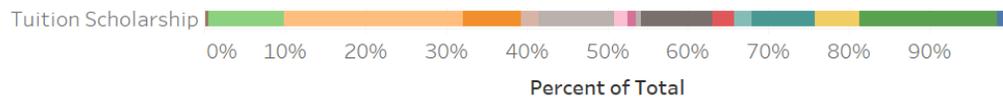
Academic Career



Undergraduate Academic Level



College



College

- | | | |
|----------------------|------------------------|-------------------|
| Unknown | Mines & Earth Sciences | Engineering |
| Social Work | Medicine | Education |
| Social & Beh Science | Law | Business |
| Science | Humanities | Academic Advising |
| Nursing | Health | |
| Nondegree | Fine Arts | |

Additional Student Characteristics

Fraternity and Sorority Members

Honors



HRE Housing



International Students

NCAA Student Athletes

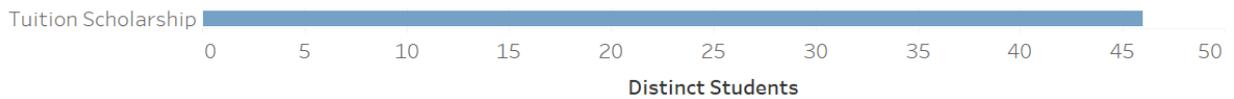
TRIO Participants



Veteran Students



U of U Employee



Any charts not displayed have a value of zero for that student population.